

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2017 OCT 23 PM 2: 41</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Terrell ISD	129906			
Vendor ID #	ESC Region #			
129906	10			
Mailing address	City	State	ZIP Code	
700 N. Catherine St.	Terrell	TX	75160	
Primary Contact				
First name	M.I.	Last name	Title	
Peggy	M	Bridges	CTE Director	
Telephone #	Email address		FAX #	
972-563-7525	peggy.bridges@terrellisd.org		972-551-5715	
Secondary Contact				
First name	M.I.	Last name	Title	
Julie		Fisher	Executive Director of Student Achievement	
Telephone #	Email address		FAX #	
972-563-7504	julie.fisher@terrellisd.org		(972) 563-1406	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jason		Gomez	Deputy Superintendent
Telephone #		Email address	FAX #
972-563-7504		jason.gomez@terrellisd.org	(972) 563-1406
Signature (blue ink preferred)		Date signed	

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

10/20/2017

Schedule #1—General Information

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Terrell ISD (TISD) will provide students who are interested in a career in automotive technology an opportunity to prepare for a high-wage, high skill career in the Automotive Service Technicians and Mechanics field of study. Based on the Texas Workforce data this occupation has projected annual openings of 2,340 and an annual salary of \$41,770 and ranks in the top 25 occupations making above median wages for Texas.

The TISD will improve and enhance its existing program by marketing the program to a larger demographic (females), changing the course offerings, and purchasing state of the art equipment currently used in the industry. Upgrading equipment to the latest technology and changing our course offerings will better align our courses for a smoother transition to post-secondary training and allow students to be job ready after they graduate high school. By changing our course offerings, we will offer a foundation course that is better aligned than our current entry level course.

- Students will begin their industry study as 10th graders with Automotive basics, which is a new course offering.
- Students will then take Automotive Technology I: Maintenance and Light Repair during their 11th grade year.
- Students will capstone with Automotive Technology II: Automotive Service during their 12th grade year.
- Each year students will take the S/P2 safety course to learn about the hazards of the shop environment.
- Students will have opportunities to take the ASE student certification beginning their 11th grade year in the area of brakes and, maintenance and light repair.
- During their 12th grade year students will take the exam for steering and suspension, electrical and engines.

For guaranteed mastery, students will also have the opportunity to retest as needed on all exams. Both qualitative and quantitative reviews will reveal and allow for various points of revision.

New course offerings will include partnerships with fellow instructors to provide enhanced reading comprehension of automotive technical guides and parallel studies in our Science, Technology, Engineering and Math (STEM) pathway. This innovative approach to learning the Automotive Service industry will increase both academic and technical knowledge and skills as well as create excitement and engage students in deeper learning.

In partnership with our local Workforce Solutions American Jobs Center, TISD will provide annual instruction on the labor market, career paths, educational opportunities and wage information for the Automotive Service industry. This will allow TISD students to make informed decisions when setting educational goals and be better equipped to handle real world challenges as they prepare for their career.

TISD will partner with Trinity Valley Community College (TVCC) to offer dual credit courses, beginning at the 10th grade level, which will lead to a TVCC Certificate. Students will be eligible to earn 20 dual credit hours for a TVCC Basic Automotive Technology Certificate by the time students graduate from high school. These credit hours will also transfer into an additional Automotive Certificate to be earned at the post secondary level.

The program will begin with students taking the TSI exam to be eligible for dual credit. Students will then apply with TVCC as a dual credit student. At this point students will begin working toward their certificate and have three years to complete the requirements.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Our industry partners will provide opportunities for students to apply for internships during the summer. Students will apply and if accepted will have opportunities to have additional post secondary training paid for by several of our partners.

Local industry partners will provide expertise in the area of curriculum development. Industry partners will also serve as guest speakers and provide opportunities for students to tour facilities. Work based learning opportunities will also be developed where appropriate in order to connect student learning with the workplace.

- Year one of the new program will place 2 students in a work based learning activity with one or more participating local businesses.
- Year two of the new program TISD will place 5 student in work based learning.
- By the end of the third year of the new program TISD will place 8 students in a work based learning activity.

In order to ensure real world and cutting edge educational opportunities, TISD will develop annual externship opportunities for the instructor with local industry partners. This externship will consist of one week of hands on training in one or more of the disciplines taught in the specified courses.

The Automotive Service industry is non-traditional as it pertains to female participation. Our baseline for females in our Automotove Service program was four females last year. Our goal is to target the promotion of this industry and marketing of this program to our female student population and increase female participation by a minimum of 50%.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 129906				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	0
Schedule #9	Supplies and Materials (6300)	6300	\$25,378	\$0	\$15,761	\$9,617
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$85,854	\$0	59,239	\$26,615
Grand total of budgeted costs (add all entries in each column):			\$111,232	\$0	\$75,000	\$36,232
Administrative Cost Calculation						
Enter the total grant amount requested:					\$0	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$0	

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1				\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 129906		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 129906		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$15,761	\$9,617
Grand total:		\$15,761	\$9,617

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 129906		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 129906			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Alignment Machine	1	\$27,416	\$18,917	\$8,499
20	Road Force Balancer	1	\$16,866	\$11,638	\$5,228
21	Bench Lathe	1	\$6,306	\$4,351	\$1,955
22	Low Profile Tire Changer	1	\$8,431	\$5,817	\$2,614
23	Alignment Lift	1	\$26,835	\$18,516	\$8,319
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$59,239	\$26,615

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	DNA	DNA%	Our district is 73.45% economically disadvantaged.
Limited English proficient (LEP)	DNA	DNA%	Our district is 19.75% limited English proficient.
Attendance rate	DNA	DNA%	Our attendance rate is 95%.
Annual dropout rate (Gr 9-12)	DNA	DNA%	DNA
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.		%	
6-10 Years Exp.		%	
11-20 Years Exp.		%	
20+ Years Exp.	1	100%	Associates of Applied Science Degree
No degree		%	
Bachelor's Degree		%	
Master's Degree		%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											24	24	24	72

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											1	1	1	1

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Schedule #13—Needs Assessment

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment for TISD Automotive Services Program

This needs assessment is the determining factor for the application of the proposed grant. Elements assessed were determined and prioritized based on outcomes of student success as well as student opportunity to progress in the Automotive Service industry. The following elements were assessed based on current achievement versus desired outcomes:

1. Students are work ready - successfully trained to enter the workplace in the Automotive Service industry
2. Students passing certification exams and obtaining certifications (2 exams 11th Grade, 2 exams 12th Grade)
3. Students obtaining dual credit with the local post secondary entity
4. Students progressing into further post secondary studies in the Automotive Service industry
5. Equipment, Resources, and Technology necessary to ensure successful completion of training necessary to pass certification exams
6. Equipment, Resources, and Technology that meets current industry standards for the Automotive Service industry
7. Engagement of industry partners to ensure relevance and diverse learning opportunities for students and teachers
8. Diversity of students participating in Automotive Service programs to provide non-traditional opportunities

Element Assessed	Current Achievement	Desired Outcomes	Priority (A-C)
Student Work Ready	8 Students (2016-2017)	20 per year	A1
Student Certifications	8 Certifications (2016-2017)	40 Certifications per year	A2
Student Dual Credit	0 Students (2016-2017)	24 Student Cohort (Year1)	A3
Student Education Progress after High School - Post Secondary	0 Students	4 Students	A4
Equipment, Resources, Technology - Adequacy	Outdated and prohibiting full success of student certifications	Updated Equipment, Resources, and Technology to gain 40 Certifications per year.	B1
Equipment, Resources, Technology - Relevance	Outdated according to current industry standards	Updated Equipment, Resources, and Technology to meet industry standards	B2
Industry Partner Engagement	Industry Partners are aware of current programs	Industry Partners are fully engaged in the direction, training, and employment of students	B3
Student Diversity for Non-Traditional Opportunities	4 Females Participating (2016-2017)	6 Females Participating by end of year 1.	C1

Based on the needs assessment of these elements, it was determined that a grant based project is necessary. Proposed project includes changing course offerings that better align with post-secondary training and the purchase of upgraded equipment to the latest industry standards. This would allow a diverse population of students not only to be successful in obtaining necessary skills and credentials but also to be job ready and fit for the needs of the local workforce.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Current program has failed to successfully engage students and make them work ready by the time they graduate.	The implemented grant program would successfully engage students with the new course offerings which provide dual credit and certification opportunities. The innovative approach to learning involving STEM training, paired with new updated equipment that meets industry standards will not only create excitement and engagement for students but also allow them the opportunity to become work ready by training on equipment with today's technology.
2.	Current program has failed to provide students with the necessary knowledge and skills to pass certification exams for the industry.	The implemented grant program would allow students to engage in dual credit courses which provides a higher level of training. This higher level of training will provide the necessary knowledge and skills for students to pass certification exams.
3.	Current program has not been properly aligned in order to provide dual credit or a smooth transition to post secondary training.	The implemented grant program will be properly aligned with post secondary education and will provide dual credit opportunities for students. The alignment of courses will also provide for a smooth transition to further post secondary educational studies.
4.	Equipment, Resources, and Technology is outdated according to industry standards and will not allow for modern automotive service requirements.	The implemented program will purchase the necessary equipment, resources, and technology that is up to date according to current industry standards. This new equipment will allow students to learn current Automotive Service techniques to address the needs of the modern automotive industry.
5.	While current industry partners are aware of our Automotive Service programs, they are limited in their engagement due to the fact that current training equipment is outdated and does not meet the current needs of industry.	The implemented program will purchase updated equipment that is currently used in the industry. This will allow current industry partners to fully engage in advising, training, and future employment of trained students.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Automotive Instructor	Associate of Applied Science Degree in Auto Mechanics Technology, ASE Certified, 17 years teaching experience, 35 years experience working in the automotive industry
2.	Director of Career & Technology	Masters of Science Degree, 32 years of experience in Career & Technology Education: 16 as an Administrator and 16 in Teaching
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Student Achievement - Certifications	1. Current 12 th grade will pass 2 ASE exams – 38 total	01/09/2018	05/18/2018
		2. Current 11 th grade will pass 4 ASE exams – 96 total	01/09/2018	05/17/2019
		3. Current 10 th will pass 4 ASE exams – 96 total	08/15/2019	05/15/2020
		4. Cohort will pass 4 ASE exams – 96 total	08/15/2020	05/17/2022
		5. All students test for SP/2 each year – 72 per year	08/27/2018	05/17/2022
2.	Post Secondary Alignment and Partnership	1. Determine Courses to Meet Industry Standards	09/11/2017	09/15/2017
		2. Complete Course Crosswalk with Post Secondary	09/11/2017	09/19/2017
		3. Approval of Courses Submitted to Post Secondary	09/19/2017	12/15/2017
		4. MOU with Post Secondary Institution	01/03/2018	05/17/2023
		5. Offer Dual Credit Courses	08/27/2018	05/17/2023
3.	Equipment Upgrades	1. Upgrade all equipment to industry standards	01/03/2018	05/17/2018
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Industry Partner Engagement	1. Advisory board meetings	10/16/2017	05/13/2022
		2. Summer Internships	06/01/2018	08/13/2021
		3. Work-based learning opportunities	08/27/2018	05/17/2023
		4. Mentoring opportunities	01/09/2018	05/17/2023
		5. Guest speakers	01/03/2018	05/17/2023
5.	Student Achievement – Dual Credit	1. 10 th cohort begins dual credit for certificate – 24	08/27/2018	05/17/2021
		2. New cohort begins – 24 students	08/27/2019	05/13/2022
		3. New cohort begins – 24 students	08/27/2020	05/17/2023
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process and procedures TISD currently has in place for monitoring the attainment of goals and objectives involves a series of teams that meet on a consistent schedule to discuss programs, performance, challenges and solutions. These teams include the District Leadership Team, comprised of top level administration and teachers for the district, the Campus Leadership Team, comprised of department heads, principals, assistant principals, CTE director and coordinators, and the Professional Learning Communities, comprised of teachers and led by department heads.

With the majority of oversight being conducted by the Campus Leadership Team, plans for attaining goals and objectives can be easily adjusted and communicated up to the District Leadership Team and down to the Professional Learning Communities. The Professional Learning Communities then in turn ensure that changes are communicated to teachers, students, parents and members of the community. In addition, the District Leadership Team utilizes their online presence through the district website and social media to ensure changes are communicated to students, parents and members of the community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD currently has an Automotive Program in place that offers ASE certifications. However, success has been limited without a strong program focus and the proper equipment in place. The CTE budget has supported the Automotive Program as it currently stands with funds for tools and supplies. The support of this budget is projected to continue in order to maximize the effectiveness of grant funds.

Commitment to the success of the project is one of TISD's top priorities. Commitment from all parties engaged in the project including business partners, postsecondary education partners, teachers, students and parents is essential. In order to ensure that all participants remain committed to the project's success, TISD is building in motivators that will serve as top of mind awareness points for the program. Some of these motivators will consist of Labor Market Information lessons held in partnership with the local workforce to keep future salaries and career ladders as top of mind for students. Other motivators are guest speakers from the industry who will model both the success of the occupation as well as a day in the life of. In addition, a marketing plan will be used to continually promote the program to both project participants and parents. Postsecondary education partners will remain committed through a mutually beneficial MOU and business partners will be kept informed of the program's success through industry advisory committees as well as newsletters.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of Dual Credit Courses Taken versus Passed	1.	5 credit hours available 10 th Grade Year
		2.	5 credit hours available 11 th Grade Year
		3.	10 credit hours available 12 th Grade Year
2.	Number of Industry Certifications Attempted versus Received	1.	% of students passing SP2 Certification each year
		2.	% of students passing 2 ASE Certifications – 11 th Grade Year
		3.	% of students passing 2 ASE Certifications – 12 th Grade Year
3.	Number of Internships Developed & Completed	1.	Increase or gain of internship opportunities from previous year
		2.	% of students completing internship opportunities
		3.	Increase or gain of students in internship opportunities from previous year
4.	Number of Work-based Learning (WBL) Opportunities Completed	1.	Increase or gain of WBL opportunities from previous year
		2.	% of students completing WBL opportunities
		3.	Increase or gain of students in WBL opportunities from previous year
5.	Number of Students in Training Related Entered Employment (TREE) after High School	1.	Number of students in TREE after High School 2017/18 = Baseline
		2.	Number of students in TREE after High School 2018/19, 2019/20, 2020/21
		3.	% of increase or gain of students in TREE from Baseline to Current

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD will use the District Data Collecting and Tracking software AWARE by Eduphoria® in order to collect and track all data necessary for the evaluation and success of the program. By using AWARE, TISD will set up Student Groups and track each student from Grade 10 through graduation to employment.

Data to be tracked per student includes the Evaluation Design criteria: number of dual credit courses taken versus passed, number of industry certifications attempted versus received, number of internships developed & completed, number of work-based learning (WBL) opportunities completed, and number of students in training related entered employment (TREE) after high school. TREE will be tracked in cooperation with the local workforce board of North Central Texas.

Tracking will also include all mandatory performance measures not listed above but required by TEA: number and types of industry experiences provided and participation, number and kind of collaborative teaching and professional development opportunities, number of certifications, number of students earning certifications, academic progress data, significant learning opportunities with partner organizations, strategic partnerships, number and percentage of at-risk students participating in the program, number and percentage of non-traditional students participating in the program, as well as achievement results and attendance data.

In order to identify and correct any problems with project delivery, a series of pulse meetings, data reviews, progress reports and quarterly project meetings will occur.

Pulse meetings will be informal meetings between Administration and the Instructor, conducted every two weeks during classroom walk-through evaluations. Data reviews by Administration will occur 3 times per year at the beginning of the year, mid-year, and at the end of the year. Progress reports will be provided to Administration by the Instructor every 3 weeks. Quarterly project meetings among Administration, the Instructor and all other Responsible Parties will occur in September, December, March, and June.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Terrell ISD seeks to provide training for students for occupations that are in high demand. After researching the latest Labor Market Information, the field of Automotive Service Technicians and Mechanics was shown to be a strong choice as a relate program of study for our area. Based on the Texas Workforce data this field has projected annual openings of 2,340 and an annual salary of \$41,770 and ranks in the top 25 occupations making above median wages for Texas.

According to information provided by the local workforce development board, Workforce Solutions of North Central Texas, this occupation is considered a high-demand occupation.

High-Demand Targeted Occupation: Auto Service Technician

Pathway Occupations: First-Line Supervisor of Mechanics, Installers, and Repairers

Certifications:

ASE Engine Repair Certified
 ASE Automatic Transmission/Transaxle Certified
 ASE Manual Drive Train and Axles Certified
 ASE Suspension and Steering Certified
 ASE Brakes Certified
 ASE Electrical/Electronic Systems Certified
 ASE Heating and Air Conditioning Certified
 ASE Engine Performance Certified
 ASE Masters Certification
 Transit Bus Technician: Preventive Maintenance and Inspection

Reference:

<http://www.texaswages.com/Projections>
<https://dfwjobs.com/industries/targeted-occupations>
https://dfwjobs.com/sites/default/files/documents/2016-2017_tol_reduced.pdf

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

TISD is currently redesigning the Automotive Technology Program to align with and span secondary education to postsecondary education. A sequence of rigorous courses have been approved for dual credit in partnership with Trinity Valley Community College.

Students also have the option to take academic dual credit courses concurrently with the technical dual credit Auto Technician program of study which leads to an associates degree while in high school.

Level	High School Courses
10 th Grade	Automotive Basics
11 th Grade	Automotive Technology I - Maintenance & Light Repair
12 th Grade	Automotive Technology II - Automotive Service

- 11th grade students will have opportunities to take the following ASE student certifications:
 - ASE Brakes Certified
 - ASE Maintenance and Light Repair Certified
- 12th grade students will have opportunities to take the following ASE student certifications:
 - ASE Suspension and Steering Certified
 - ASE Electrical and Engines Certified

This sequence of courses and certifications align with the in-demand occupation certifications targeted and approved by our local workforce board, Workforce Solutions of North Central Texas.

High-Demand Targeted Occupation: Auto Service Technician

Pathway Occupations: First-Line Supervisor of Mechanics, Installers, and Repairers

Certifications:

ASE Engine Repair Certified

ASE Automatic Transmission/Transaxle Certified

ASE Manual Drive Train and Axles Certified

ASE Suspension and Steering Certified

ASE Brakes Certified

ASE Electrical/Electronic Systems Certified

ASE Heating and Air Conditioning Certified

ASE Engine Performance Certified

ASE Masters Certification

Transit Bus Technician: Preventive Maintenance and Inspection

Reference:

<https://dfwjobs.com/industries/targeted-occupations>

https://dfwjobs.com/sites/default/files/documents/2016-2017_tol_reduced.pdf

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Secondary to Postsecondary Course Crosswalk

10th Grade	High School Courses	College Courses
Fall	Automotive Basics	AUMT 1201 Introduction & Theory of Automotive Technology
Spring	Automotive Basics	AUMT 1305 Introduction to Automotive Technology
11th Grade	High School Courses	College Courses
Fall	Automotive Technology I - Maintenance & Light Repair	AUMT 1213 Automotive Suspension & Steering Systems Theory
Spring	Automotive Technology I - Maintenance & Light Repair	AUMT 1316 Automotive Suspension & Steering Systems
12th Grade	High School Courses	College Courses
Fall	Automotive Technology II - Automotive Service	AUMT 1241 Automotive Climate Control Systems Theory
		AUMT 1257 Automotive Brake Systems Theory
Spring	Automotive Technology II - Automotive Service	AUMT 1345 Automotive Climate Control Systems
		AUMT 1310 Automotive Brake Systems

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The following organizations are partners of TISD that will help carry out the objectives of this grant.

Workforce Solutions of North Central Texas
 Trinity Valley Community College (TVCC)
 Randall Noe Auto Group
 Greens Tire Automotive
 Firestone Complete Auto Care
 O'Reilly Auto Parts
 Autozone
 Discount Tire
 BobCat of Dallas

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Firestone Complete Auto Care and BobCat of Dallas have both committed to assisting with curriculum development and to support relevant and frequent industry experiences for the students participating in the program. These companies will serve in an advisory capacity as well as provide internship, externship and workbased learning opportunities.

Verbal commitments of support has also been received from Randall Noe Auto Group, Greens Tire Automotive, O'Reilly Auto Parts, Autozone, and Discount Tire.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

To ensure that TISD will continue to meet the goals of the grant program after the end of the grant program, the following sustainability plan will be in place. This plan will consist of data tracking, pulse checks, progress reviews, team meetings, commitment renewals, future needs assessments, budget allocations and proper care and maintenance of purchased equipment.

TISD will continue to use the District Data Collecting and Tracking software AWARE by Eduphoria® or something similar in order to collect and track all data necessary for the evaluation and success of the program. Tracking will also include all mandatory performance measures required by TEA.

TISD will continue to have a series of pulse meetings, data reviews, progress reports and quarterly project meetings to identify and correct any problems with project delivery even after the end of the grant program. In addition, team meetings, led by the Campus Leadership Team will continue to monitor the attainment of goals and as well as programs, performance, challenges and solutions.

In order to continue the success of the grant project, commitment renewals will be evaluated and established on a yearly basis, not just for the life of the grant but for the life of the Automotive Program. Commitment from all parties engaged in the project will be evaluated yearly. This evaluation will include business partners, postsecondary education partners, teachers, students and parents.

After the end of the grant program, TISD will continue to conduct a needs assessment for the Automotive Program. A continued needs assessment will help determine student success as well as students' opportunity to progress in the Automotive Service industry. This assessment will continue to review current achievement versus desired outcomes.

The CTE budget currently supporting the Automotive Program will continue beyond the life of the grant with sufficient funds allocated for tools, supplies, and proper maintenance and care of newly purchased equipment. It is the district's expectation that with proper care and maintenance, the newly purchased equipment will last a minimum of 3 times longer than the life of the grant (9+ years).

TISD supports the sustainability of the Automotive Program and is committed to the success of the grant project.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

NA

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 129906

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 129906

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 129906

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 129906

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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